



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3150 Starline Dr., Lake Havasu City, AZ 86406

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Ken Danley
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
Web Address : www.havasu.k12.az.us/starline/
Phone Number : (928) 855-4088
Fax Number : (928) 855-1152
E-mail : kdanley@havasu.k12.az.us

Mission

Starline Elementary School is dedicated to providing all students an education that meets or exceeds all Arizona Academic Standards. We will enhance the future of our students by emphasizing positive character traits and superior work habits.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Demonstrate significant improvement in math with emphasis on computation achievement, as measured by AIMS Dual Purpose Test at grades 3, 4, and 5. At grade 2 the Terra Nova Test will measure progress.
- ü Application of basic skills in the writing process as measured by the six trait writing rubric, AIMS Dual Purpose Test scores, Terra Nova Test scores, student output, and teacher assessment.
- ü Increase the number of students meeting or exceeding the State Standards for reading at all grade levels. This progress will be measured by the AIMS Dual Purpose Test and Terra Nova Test.
- ü Incorporate high content reading in science and social studies along with cooperative project work.

Enrollment

October 1, 2005 School Year Student Enrollment : 504
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 56

Instructional Programs

- ü Remedial Reading Program.
- ü On-site Special EducationTutors
- ü Special Education Inclusion Program
- ü Accelerated Learning Program
- ü After school homework assistance program
- ü After school ELL assistance
- ü Homework assitance at lunch recess
- ü Schoolwide Accelerated Reader Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Starline has the responsibility to provide a safe orderly environment where teachers and staff treat students with respect. Parents are informed of events and polices through a weekly newsletter. Arizona Academic Standards are emphasized at all grade levels, and high expectations for student achievement are maintained. Teachers will seek professional development to improve their skills.

Parents

Starline parents have the responsibility to ensure home support for their children's education. Parents are encouraged to model positive attitudes toward school and education. Conscientious communication with the teacher and support of classroom polices is stressed.

Transportation Policy

Transportation to Starline Elementary School is provided by the parents of the students attending the school. Lake Havasu Unified School District does provide transportation services to handicapped students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Optimist Positive Attitude Awards	2004
ü Regional Science Fair Recognition	2005
ü Ronald McDonald House Appreciation	2005
ü Math-a-Thon Appreciation Award	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	501	80010	100	100	99	472	455	447	2	6	10	7	15	18	60	59	53	31	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	242	38935	100	100	99	476	456	447	NA	5	9	5	13	19	64	62	55	31	20	17
Male	66	259	40974	100	100	98	470	453	448	3	6	11	9	17	18	58	57	52	30	20	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	14	112	34545	100	100	99	445	438	432	7	12	14	7	21	24	79	58	53	7	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	93	372	35142	100	100	99	476	460	465	1	3	5	8	13	11	57	60	56	34	23	28
Students with Disabilities	14	72	10161	100	100	93	447	417	419	7	24	28	29	38	28	50	35	36	14	4	8
Students without Disabilities	94	429	69849	100	100	100	476	461	451	1	3	7	4	12	17	62	63	56	33	23	19
Limited English Proficient Students	NC	28	14013	NC	100	97	NC	399	413	NC	43	24	NC	32	34	NC	25	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	17	88	39029	100	100	98	445	448	432	12	5	14	18	26	25	59	51	52	12	18	9
Non-Economically Disadvantaged	91	413	40981	100	100	100	477	456	462	NA	6	6	5	13	13	60	61	54	34	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	502	79438	100	100	98	475	463	451	4	5	9	11	18	24	62	64	56	23	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	243	38775	100	100	99	488	474	457	2	3	7	7	13	22	55	66	58	36	19	13
Male	66	259	40560	100	100	97	466	454	446	5	7	12	14	22	25	67	63	54	15	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	14	112	34297	100	100	98	451	444	434	7	13	14	29	20	31	64	63	50	NA	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	93	373	34887	100	100	98	478	470	471	3	3	4	9	17	15	62	65	63	26	16	18
Students with Disabilities	14	72	9588	100	100	88	426	410	416	21	26	30	29	43	32	36	26	34	14	4	5
Students without Disabilities	94	430	69850	100	100	100	482	472	456	1	2	7	9	13	23	66	70	59	24	15	12
Limited English Proficient Students	NC	28	13856	NC	100	96	NC	399	407	NC	43	27	NC	32	43	NC	25	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	88	38685	100	100	97	445	453	435	18	8	14	12	23	32	59	61	50	12	8	5
Non-Economically Disadvantaged	91	414	40753	100	100	99	481	466	467	1	5	5	11	16	16	63	65	62	25	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	501	79971	100	100	99	425	419	423	4	6	8	49	50	41	46	42	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	241	38974	100	99	99	439	434	437	NA	4	5	48	41	33	50	50	57	2	5	4
Male	66	260	40895	100	100	98	415	406	410	6	8	10	50	58	47	44	34	41	NA	0	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	14	113	34481	100	100	99	415	410	410	NA	8	10	64	51	46	36	40	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	93	371	35150	100	100	99	426	423	437	4	5	5	47	50	35	47	42	56	1	3	5
Students with Disabilities	14	71	10258	100	99	94	365	368	377	29	25	23	57	66	51	14	8	25	NA	NA	1
Students without Disabilities	94	430	69713	100	100	100	433	428	429	NA	3	5	48	47	39	51	47	52	1	3	3
Limited English Proficient Students	NC	28	13985	NC	100	97	NC	363	382	NC	25	18	NC	57	54	NC	18	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	17	88	38994	100	100	98	400	413	409	12	7	10	53	49	47	35	43	41	NA	1	1
Non-Economically Disadvantaged	91	413	40977	100	100	100	430	421	437	2	6	5	48	50	34	48	41	56	1	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	518	80147	100	99	99	525	502	482	1	4	11	3	11	17	36	49	49	59	36	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	278	39281	96	99	99	520	501	483	NA	5	9	2	9	17	46	51	50	52	35	24
Male	50	240	40780	100	100	98	530	502	482	2	3	12	4	14	17	28	47	48	66	37	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	19	116	33494	100	98	99	526	490	466	NA	6	15	NA	16	23	42	52	49	58	26	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	77	390	36122	100	100	99	525	505	501	1	3	5	4	10	10	35	48	50	60	39	35
Students with Disabilities	NC	76	10295	NC	99	92	NC	457	443	NC	22	33	NC	26	26	NC	38	33	NC	13	8
Students without Disabilities	87	442	69852	99	100	100	531	508	488	NA	1	7	1	9	16	34	51	51	64	40	26
Limited English Proficient Students	NC	40	12722	NC	100	97	NC	453	441	NC	18	27	NC	33	33	NC	43	37	NC	8	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	78	38371	92	98	97	521	489	465	NA	8	15	NA	13	23	58	54	49	42	26	13
Non-Economically Disadvantaged	84	440	41776	100	100	100	526	504	498	1	3	6	4	11	11	33	48	49	62	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	518	79686	100	99	98	501	486	470	1	6	11	6	12	24	78	71	57	15	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	278	39163	96	99	99	509	491	475	NA	5	9	2	10	22	87	76	60	11	9	10
Male	50	240	40438	100	100	97	494	480	465	2	8	13	10	15	25	70	66	54	18	11	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	19	116	33299	100	98	98	493	468	452	NA	12	17	5	21	32	84	61	47	11	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	77	390	35914	100	100	98	503	491	489	1	5	5	6	10	15	77	74	67	16	12	14
Students with Disabilities	NC	76	9808	NC	99	87	NC	437	432	NC	37	35	NC	24	32	NC	37	30	NC	3	3
Students without Disabilities	87	442	69878	99	100	100	505	493	475	NA	1	8	3	10	23	80	77	61	16	11	9
Limited English Proficient Students	NC	40	12594	NC	100	96	NC	425	422	NC	35	34	NC	35	45	NC	30	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	78	38095	92	98	97	480	469	452	NA	6	17	8	23	32	92	69	48	NA	1	3
Non-Economically Disadvantaged	84	440	41591	100	100	99	504	489	486	1	6	6	6	10	16	76	72	65	17	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	517	80372	100	99	99	501	482	475	2	4	4	14	26	30	78	67	64	5	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	276	39452	98	98	99	514	494	488	NA	3	3	9	17	22	87	77	72	4	3	3
Male	50	241	40836	100	100	98	490	468	464	4	5	6	20	36	37	70	56	56	6	2	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	19	115	33608	100	97	99	506	469	462	NA	5	6	5	30	36	89	64	57	5	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	78	390	36213	100	100	99	500	485	489	3	4	2	17	25	22	76	68	72	5	3	3
Students with Disabilities	NC	76	10526	NC	99	94	NC	437	427	NC	12	15	NC	55	53	NC	33	31	NC	NA	1
Students without Disabilities	88	441	69846	100	99	100	508	489	482	1	3	3	11	21	26	82	73	69	6	3	2
Limited English Proficient Students	NC	38	12747	NC	95	97	NC	425	432	NC	16	12	NC	47	52	NC	37	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	77	38521	92	96	98	477	475	461	8	5	6	17	31	38	75	64	55	NA	NA	1
Non-Economically Disadvantaged	85	440	41851	100	100	100	505	483	489	1	4	3	14	25	22	79	68	72	6	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	535	79306	100	99	99	523	511	504	4	7	13	12	16	20	55	58	49	29	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	261	38845	100	99	99	526	510	505	4	7	11	6	15	20	56	60	50	33	18	18
Male	67	274	40383	100	100	98	521	512	504	4	8	14	16	17	19	54	57	47	25	19	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	13	116	32673	100	98	99	488	492	487	15	14	18	23	28	25	54	50	46	8	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	99	403	36234	99	100	99	528	517	523	3	5	6	10	12	13	56	61	52	31	21	28
Students with Disabilities	15	87	10286	94	97	91	463	470	462	27	22	41	40	40	27	33	38	27	NA	NA	5
Students without Disabilities	100	448	69020	100	100	100	532	518	510	1	4	9	8	11	18	58	62	52	33	22	21
Limited English Proficient Students	NC	34	10291	NC	97	96	NC	461	458	NC	29	38	NC	44	34	NC	24	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	15	72	37437	100	94	97	500	489	486	7	11	19	20	29	26	60	54	46	13	6	9
Non-Economically Disadvantaged	100	463	41869	100	100	100	527	514	521	4	6	7	11	14	14	54	59	51	31	21	27

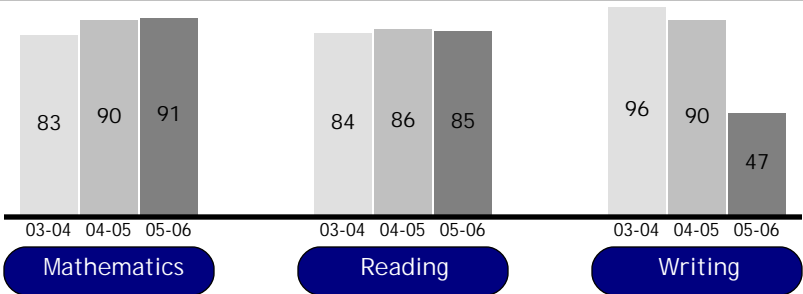
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	536	79000	100	100	98	515	501	489	3	5	10	19	18	24	60	66	58	18	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	262	38774	100	100	99	525	506	494	2	4	7	13	15	22	63	69	61	23	12	10
Male	67	274	40150	100	100	98	508	496	485	3	7	12	24	22	25	58	62	55	15	9	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	13	116	32508	100	98	98	490	478	472	15	14	15	23	29	33	54	52	49	8	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	99	404	36135	99	100	98	518	508	508	1	3	4	18	15	14	62	71	67	19	12	15
Students with Disabilities	15	87	9991	94	97	88	452	454	449	20	20	33	53	47	36	27	33	29	NA	NA	2
Students without Disabilities	100	449	69009	100	100	100	524	510	495	NA	2	6	14	13	22	65	72	62	21	12	10
Limited English Proficient Students	NC	34	10199	NC	97	95	NC	438	439	NC	35	35	NC	47	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	15	73	37234	100	95	97	495	484	472	7	7	15	33	32	33	47	59	50	13	3	3
Non-Economically Disadvantaged	100	463	41766	100	100	99	518	504	505	2	5	5	17	16	16	62	67	65	19	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	538	79611	100	100	99	514	494	496	1	5	7	40	43	37	58	52	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	264	39016	100	100	99	530	509	511	NA	2	4	25	34	29	73	63	66	2	1	1
Male	67	274	40519	100	100	98	502	478	482	1	7	10	51	51	44	48	42	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	13	116	32855	100	98	99	505	474	481	8	12	10	31	41	43	62	47	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	99	406	36380	99	100	99	514	500	511	NA	2	4	41	43	30	58	54	65	1	0	1
Students with Disabilities	15	87	10664	94	97	94	468	438	440	7	15	23	67	66	54	27	20	22	NA	NA	1
Students without Disabilities	100	451	68947	100	100	100	520	504	504	NA	3	4	36	38	34	63	59	61	1	0	1
Limited English Proficient Students	NC	34	10362	NC	97	97	NC	435	438	NC	21	22	NC	53	57	NC	26	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	15	73	37626	100	95	98	499	483	479	NA	4	10	53	51	45	47	45	45	NA	NA	0
Non-Economically Disadvantaged	100	465	41985	100	100	100	516	495	511	1	5	4	38	42	30	60	53	65	1	0	1

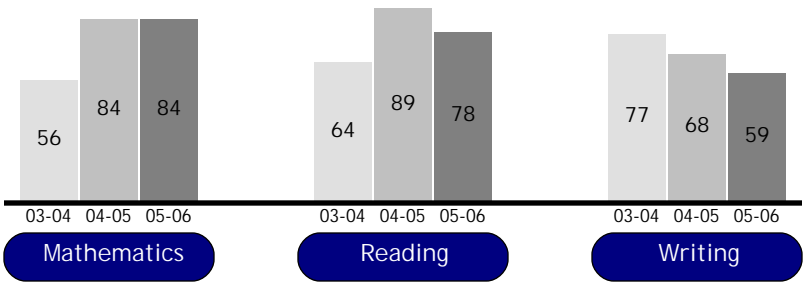
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	74	NA	58	100	64	56	47	100	67	59	46
	Language	99	72	63	50	100	66	58	47	100	75	65	48
	Mathematics	99	84	73	64	100	67	56	50	100	75	61	52
3	Reading	98	78	NA	55	100	59	51	44	99	63	54	46
	Language	98	84	71	61	100	60	52	44	99	63	54	46
	Mathematics	98	84	69	61	100	65	55	51	99	72	58	52
4	Reading	100	81	NA	56	100	60	56	48	99	72	61	52
	Language	100	77	65	52	100	64	59	49	99	72	63	52
	Mathematics	100	88	71	61	100	65	62	53	99	80	70	58
5	Reading	97	71	NA	55	100	65	58	50	100	68	61	56
	Language	97	63	63	49	100	68	59	50	100	67	61	54
	Mathematics	97	74	72	63	100	64	57	49	100	65	58	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Starline Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Starline Policy
- Ü Starline Goals
- Ü Curriculum Issues/Implementation
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.60	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	3	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Full Library
- Ü Computer Lab
- Ü Art/Music/PE Classrooms
- Ü Stage for performing arts

Extracurricular Activities

- Ü Student Council
- Ü Intersession classes
- Ü Peer to Peer Tutoring
- Ü Accelerated Reading Program
- Ü Afterschool Recreation Program

Social Services

- Ü Lunch & Breakfast Program
- Ü Kids Bright & Healthy
- Ü Afterschool & ELL Tutoring
- Ü Homeless student services
- Ü Student Assistance Program
- Ü Dental screening and care
- Ü Peer to Peer Conflict Resolution

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Starline has been provided with computer/TV setups for classrooms. These are used for direct instruction, grades and Internet access. VCRs have been added to the setups for use in all classrooms. PTA funds were used for this.
- ü Starline has implemented the Accelerated Reader Program into the curriculum. This was possible because of achievement number one. This was a cooperative venture between the school district and the PTA.
- ü Patriotic Teacher of the Year Award given to a Starline 5th grade teacher for patriotic service to our country.
- ü Math A Thon contributions to St. Judes Children's Hospital. Pennies for Patients contributions to Luekemia Lymphoma Society. Pull tab collections for Ronald McDonald House at Phoenix Children's Hospital

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Starline has a set policy for promoting a safe and orderly environment. School and classroom rules are actively enforced. Emergency policies and procedures are in place and practiced. Visitors to the campus are asked to sign in and wear an ID badge.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kenneth C. Danley	(928) 855-4088
Transportation Policy	Ron Nelson	(928) 855-1572
Community Resources	Gail Malay	(928) 855-7861
School Nutrition Programs	Bill Hurter	(928) 855-5121
Parent Organization	John Stoops	(928) 855-4088
Student Health/Nurse	Bernice Heinrich	(928) 855-4088

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 250 Copies = \$97.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.